Dear Parents/Guardians,

We would like to extend a very warm welcome to all grade two families for 2013 and we hope you have enjoyed a fun and restful holiday with your family. We look forward to a wonderful year in grade two - working together with you and your child. We would also like to welcome all new families who have joined our Seabrook community; we hope that the time you spend here is a happy and enjoyable one.

This year we have seven grade two classes:
- Mr. Gerald Veale - Room 1
- Miss Pamela Tsigros - Room 20
- Mrs. Melanie Salvado - Room 23
- Miss Simone Lazaridis & Mrs. Milka Kovacevic - Room 21
- Ms Kate Strong - Room 19
- Miss Elisse Markovic - Room 22
- Mrs. Rima El-Souki - Room 24

During the first three weeks of term one the grade two students will be participating in the ‘Learning to Learn’ program. The focus will be on building relationships and learning about the schools’ values; with the aim of establishing a learning community within their classroom. The students will also be encouraged to broaden their understanding of their strengths, skills and associated basic goal setting procedures.

Each class will also revisit the twelve core Primary Years Programme Attitudes and how they are linked to The PYP Learner Profile; in order to construct their own whole class essential agreements. The focus here will be on positive behaviour; which supports the Seabrook Code of Conduct. A linked consequences system will also be constructed through whole class brainstorming, discussion and recording of collective ideas. As a means of encouraging and developing greater responsibility towards their learning, students will be guided in the setting and recording of basic goals for term one of 2013. These goals will be used to assist them in the student led conferences in term two.

The first inquiry for this year is values centred and incorporates the transdisciplinary skills and subject areas of communication, research, geography and internationalism; which will be explored in conjunction with the ‘Learning to Learn’ program until the end of term one. This inquiry will examine an aspect of the transdisciplinary theme of ‘Who We Are’. The key concept of connection (How is it connected to other things?) will be used to drive this inquiry.

The PYP Attitudes of Tolerance and Respect will also be specifically focused on along with the Learner Profile of being Open-Minded. Open-minded is defined as: ‘They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.’ The central idea to be addressed throughout this first inquiry will be: Values can shape people into international citizens.

This is an inquiry into:
- What values are?
- How values shape people.
- What it is to be an international citizen.

The following teacher questions aim to guide this inquiry and facilitate deeper thinking:
- What are values?
- How do values shape people?
- What characteristics do international citizens display?
DISCIPLINE-BASED LEARNING
In the domain of English, teachers will continue to use the W.A. First Steps Continua that has been carried up from Grade One in order to plan, cater for different abilities, track and to assess individual students. These continua cover the four areas of reading, writing, spelling and speaking and listening. The text focus for this term will be descriptive writing with an introduction to recount writing and be integrated with our inquiry learning for this first term. Students will be given opportunities to demonstrate their understanding of descriptive writing by producing pieces of work and reading and responding to texts that contain the structure and language associated with this genre of writing. Students will also be given opportunities to demonstrate their understanding of these two text types by producing recounts on the PYP Attitudes and Learner Profile. Students will have regular handwriting sessions that are either explicit or in conjunction with another literacy focus.

These sessions will focus on the correct size, slope and spacing for capital letters and lower case letter on the dotted thirds. This in turn will be used to encourage writing legibly. The correct use of full-stops, capital letters and question marks will also be a grammatical focus embedded throughout all writing tasks. Teachers and students will jointly construct a bank of words directly related to our inquiry that can be referred to in each classroom.

As part of the Literacy focus, the one and two hundred Oxford Words will also be a focus throughout all areas of reading and spelling. Accurate and automatic recall of these words is essential for all students as they form the basis for all reading and writing activities. Weekly foci on a range of phonograms will also be an integral part of the developmental spelling program for grade two. In the area of oral language, students will be given opportunities to build upon their speaking and listening skills through a variety of formal and informal situations. Questioning will be encouraged as a vehicle for inquiry. Students will be given the guided opportunity to create student questions and use descriptive language and confidence when discussing artefacts in small groups and or in front of the whole class.

Teachers will provide students with opportunities and encouragement in contributing to group activities by making relevant comments, asking clarifying questions, listening to others’ responses and responding appropriately to what has been said. Strategies for speaking and listening in individual and group situations will include:
- Taking conversational turns as speaker and listener.
- Responding to classroom expectations of polite behaviour.
- Using language to describe similarities and differences.

LITERACY
Reading will take place in a variety of formats: guided, independent, shared, modelled and serial reading. A continued focus will be on comprehension. Modelled examples, discussion and opportunities for students to practise these reading comprehension strategies will be embedded throughout all literacy sessions. As an introduction, predicting will be revisited and visualising will be explicitly focussed on and linked to the text type focus of descriptive writing. Please continue to read with your child every night for 15-20 minutes. We encourage all parents to help their child read with more fluency, greater ease and confidence. Here are some tips that will help parents coach their eager reader.

Create a Thinking Environment
- Ask your child why they like a certain book or story. Discuss language, character, plot and other elements of good literature such as: illustrations.
- Congratulate your child on their reading improvements.
- Keep a supply of reading material fresh, using the local library, borrowing from friends and even shopping in book stores.
**Read a Variety of Books**
- Continue to read together. Children are never too old for a bedtime story. This increases your child’s listening skills, comprehension and vocabulary.
- Your child might be a mystery fan, or into magical stories or even comic books. It is good to have your child’s favourite genre but be sure to expose your child to different types of books.

**Read Purposefully**
- Read for information. Read maps, graphs, charts and recipes together. Learn how to read a bus timetable!
- Let your child see you reading. It is important that your child knows you enjoy reading too.
- Support your child’s hobbies and interest with books and reference materials.

**Support the Reading Habit**
- Be sure your child has enough time to read every day.
- Tie books and T.V. together. E.g. read about penguins after watching a movie about penguins.
- Be patient when your child reads. He/She may be a thorough reader who enjoys getting into the illustrations or images the author paints.

**Make the Reading/Writing Connection**
- Help your child make and keep a journal of thoughts they have at the end of the book.
- Encourage your child to tell you a story, either fictional or a story about the day. Share your stories too.

**MATHEMATICS**
Within the domain of Mathematics, students will be exposed to a range of mathematical strands. In the area of Number with a focus on writing, reading, ordering, spelling, counting strategies and comparisons of a variety of amounts. Place value elements through the use of concrete materials will be the focus for the term and will continue to be revisited and built upon throughout the entire year. An introduction to Addition and Subtraction will be made through skip counting patterns which will form the basis to the more formal addition and subtraction of two digit numbers in later terms.

Throughout the mathematics strand of Measurement, Chance and Data basic collecting, representing and interpreting of a range of data directly linked to areas of interest and our inquiry will be modelled and demonstrated. Length in the informal and simplistic formal sense will also be introduced through hands on activities and as a link to the accurate completion of a range of pictorial and bar and column graphs.

The other mathematical strand of focus this term will be Space through the introduction of an exploration into a range of two dimensional shapes. Investigations into the features, numbers of sides and locating these shapes in the environment will be investigated and then linked to the introduction of three-dimensional shapes in term two. Drawing, constructing, labelling, observing, making models and comparing shapes will be used to broaden students’ understanding of two-dimensional shapes.

**Mathletics** is now an integral part of our maths program in our classrooms. Please support your child with Mathletics at home. If you have access to the Internet, encourage your child to have a go. Children will work in groups where work will be adapted for each child according to his/her abilities. The groups are very flexible and therefore students can be moved in and out of groups when working in a particular area of mathematics.

**REFLECTIONS**
Teachers will use a range of assessment tools. Students will begin to develop their portfolios, which will showcase their learning across all Curriculum Domains through work samples, assessment, student reflections and teacher reflections. Teachers will use formative and summative assessment. Formative assessment is used to make decisions about where the teaching needs to go next in order to assist that student's learning.
Summative assessment is based on an accumulated range of assessment sources to determine what the student has achieved and learnt at the end of a unit of inquiry. Teachers will also use assessment for learning to provide feedback and opportunities for student reflection and/or self-assessment to support future learning.

**PHYSICAL, PERSONAL AND SOCIAL LEARNING**

Teachers will be using the Primary Years Programme (PYP) Attitudes and Learner Profile to encourage personal and interpersonal development. The PYP attitudes are what we want students to feel, value and demonstrate: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance. The PYP Learner Profile are attributes and traits that characterise students with an international perspective: Balanced, Caring, Open-Minded, Reflective, Inquirers, Knowledgeable, Thinkers, Risk Takers, Communication, and Principled. Teachers will endeavour to effectively model these attitudes and profiles to students over the course of the day to day school program through various means. The attitudes will form the basis for each classroom Essential Agreement, an agreement of how the students and teacher will work together effectively. In each classroom students will begin to participate in a range of class and school activities that demonstrate the acquisition of independence and responsibility; such as classroom monitors and taking responsibility for class and personal resources.

**INTERDISCIPLINARY LEARNING**

Brain friendly practices will be promoted within the classroom. These will include encouraging children to bring drink bottles to school filled with water to have on their tables (to maintain the frequent hydration of the brain to support thinking), short movement breaks, ‘brain food’ (e.g. carrot sticks, celery sticks, dried fruit, sultanas, rice crackers...) to nibble on during ‘fruit reading’ and other times throughout the day will continue to be encouraged.

Mind Mapping will continue to be used as a learning platform to encourage and foster whole brain thinking, visualisation and memory. In addition we will be using a number of graphic organisers and thinking tools to help make their thinking visible. These include: Direct Attention Thinking Tools such as: the introduction of a P.M.I. chart to compare plus (good), minus (bad) and interesting ideas related to a variety of values, as part of inquiry learning for our first global inquiry. Venn Diagrams, Y-charts and DeBono’s Six Thinking Hats will also be reintroduced through modeling and use throughout different areas of the curriculum.

In the domain of Information and Communications Technology (ICT) students will be shown how to: log on to the school network, close down a computer and use ‘pull down menus’. The introduction and consolidation of these computer skills will be consistently revisited throughout the entire year. We are fortunate to have laptops in our classes. These will be used as a means of broadening the children’s understanding of information technology elements. The children will be guided in their explorations of some basic websites and programs related to the Inquiry and as a means of supporting a variety of domains within our classrooms.

We would like to thank all parents for their valuable contributions and for being active members of our school community. We would also like to express the importance of working together for the benefit of the children.

*Mr. Gerald Veale, Miss Pamela Tsigros, Miss Elise Markovic, Ms. Kate Strong, Mrs Melanie Salvado, Mrs Rima El-Souki, Mrs. Milka Kovacevic & Miss Simone Lazaridis*

*Grade Two Teachers*
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term one, the grade two children will be introduced to a variety of Fundamental Motor Skills activities. The focus will be on running, throwing, catching and ball bouncing. These skills will be practised using various games and sports. This will allow children to progressively gain control of their movements in personal and general space, while stationary and moving. Children will participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements) and direction (such as up/down, forward/backward, right/left, clockwise/anticlockwise). They will participate individually and in partner and group based activities. A major focus will be on integrating a fitness component into all sessions.

As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children work and participate in Physical Education sessions.

ITALIAN – Paula Thomson, Ros Savoia & Laura Di Sisto

In term one, the Italian Program will enable all students to be given the opportunity to learn a second language. The students will be engaged in the Primary Years Programme units of inquiry where possible - with an emphasis this term on (Values can shape people into International Citizens). There will be an emphasis on children becoming familiar with and revising basic greetings, useful phrases useful in everyday situations. As well as this, the Italian Program will focus on the Italian culture, lifestyle, traditions and basic geography of Italy.

The children will take part in many discussions and many oral and written activities relating to these areas. They will be introduced to the language through speaking and listening, through books, songs, role-play, poems and chants and creative activities.

The Italian Program will assist in enabling students to be risk-takers, communicators, open-minded, principled, knowledgeable, Inquirers, thinkers, well-balanced, caring and reflective people. The Students will be encouraged to ask questions to better understand the world around them. The students will be provided with opportunities to use language effectively in a range of contexts from informal to formal.
ART – Paul Cochran  

At level 2, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. They will demonstrate an emerging ability to select, arrange and make choices about expressive ways of using the art elements. The students will be encouraged to further develop the PYP learner profile attributes of **risk taker** with their learning, approaching new experiences with confidence; and **communicator** identifying, describing and discussing characteristics of their own and other’s art works.

In term one the focus will be on an exploration of the art elements/principles of line, shape, colour and pattern. A range of drawing and painting activities including ‘Straight Line Pictures’, ‘My Machine’ and ‘Shooting Stars’ will help the students to develop a deeper understanding of how these elements and principles shape artworks. Resources including Picture story book illustrations, artwork prints and photographs will be utilised to introduce and develop this unit of work.

ART – Julie Comer  

The Children will make art works in the art forms of textiles and painting. The children will build on previous art experiences and select, arrange and make choices about ways of using arts elements (e.g. line, shape, colour, texture, tone etc.) in different art mediums as they investigate the use of different skills, techniques and processes. The children will have a focus of the artwork of contemporary Aboriginal artist, Donald Moko.

The PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. This term there will be a particular emphasis on being:

- **Caring.** They will show empathy and, compassion and respect towards the needs and feelings of other children in the art room as well as showing commitment to their work in the art room.
- **Thinkers.** The children will be encouraged to give thought to their work before they take action and weigh up the possible outcomes of the different opportunities that can be explored when developing their artwork. When creating an artwork the children will sometimes be presented with the challenges and they will be encouraged to be problem solvers.

ART – Paula Thomson  

At level 2, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. They will demonstrate an emerging ability to select, arrange and make choices about expressive ways of using the art elements.

Through the Art Program, the students will be encouraged to further develop the PYP learner profile attributes which will assist in enabling students to be risk-takers, communicators, open-minded, principled, knowledgeable, inquirers, thinkers, well-balanced, caring and reflective people. They will approach their learning with confidence and creativity - identifying, describing, and discussing characteristics of their own and other’s art works.

In term one the focus will be on an exploration of the art elements/principles of line, shape, pattern and colour in art. A range of activities using a variety of art materials and tools will help the students to develop a deeper understanding of how these elements and principles shape artworks. In particular, the students will spend some time focusing on water colours and working towards completing various activities in relation to this area. Resources including Picture story book illustrations, artwork prints and photographs will be utilised to introduce and develop this unit of work.